

Learning Cycle for Mathematics



Launch

- to capture the learner's attention
- to activate prior knowledge
- to stimulate, not stymie, thinking



Explore

- to become actively involved with the problem, skill, or concept
- to look for patterns and investigate different strategies
- to record and organize the work and thinking that is done



Summarize

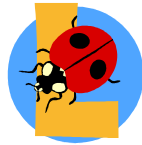
- to lock in the learning
- to articulate mathematical ideas and vocabulary from the lesson
- to have students compare and contrast ideas and strategies



Apply

- to practice what students learned
- to extend the use of skills and concepts learned
- to make connections to other learning

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Key Questions



Launch

- What do you know about . . . ?
- Have you ever . . . ?
- What do you think of when you hear the word . . . ?



Explore

- Why did you choose to . . . ?
- How did you know that?
- Why does that work?
- What would happen if . . . ?
- How can you win the game?
- What do you predict will happen next?
- Do you think that will always happen?
- How can you prove that idea?



Summarize

- What big idea did we learn today?
- If someone asked you what you learned today, what would you say?
- Can you explain what was just said in another way?



Apply

- Where might you use . . . ?
- How does this relate to . . . ?
- What would happen if . . . ?

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